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ABSTRACT

The handbook helps orient teachers at the middle school level to the expected outcomes processes of a career education program. Topics covered are: career education objectives and concepts, classroom implementation, procedures for identifying and obtaining resource speakers, guidelines for use of community resource center, and evaluation procedures. (EA)

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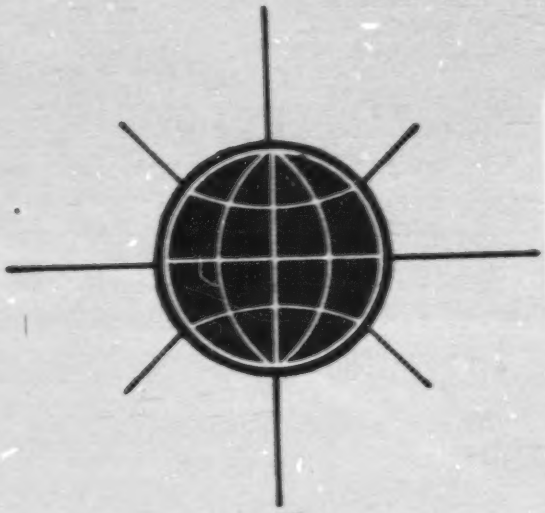
A HANDBOOK
FOR
IMPLEMENTATION OF CAREER EDUCATION
IN THE
MIDDLE SCHOOL



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FORT WORTH PUBLIC SCHOOLS
FORT WORTH, TEXAS

ED 089 136

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FOREWORD

A major goal of public education is to develop economic and occupational competency of students. Meeting this goal means assisting young people to discover and prepare for a satisfying, productive means of earning their living. The Fort Worth Independent School District is implementing career education comprehensively in grades K-12.

This handbook will help orient teachers at the middle school level to the expected outcomes and processes of this career education program. The ideas and suggestions contained here are meant only as springboards to greater creativity for implementing career education, and are not to be considered as limitations in any way. It does not contain specific suggestions for teaching activities on careers for any course.

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I. A RATIONALE FOR CAREER EDUCATION

Many national associations and individual groups concerned with education have taken note of and formally welcomed and endorsed the concepts of career education.

Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work oriented society, and to integrate these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Career education is a basic part of all education. It encompasses academic, vocational, elementary, secondary, and post secondary education in achieving successful career performance. It considers all honest and productive human activity as honorable and makes preparation for it a legitimate outcome of education.

A clear responsibility of the school is that every classroom teacher in every course, at every level, emphasize where appropriate, the career implications of the substantive content they seek to teach. This should provide more effective job skills while giving meaning and relevance to otherwise abstract academic subject matter. The goal of this emphasis is to make clear the importance and contribution of such content as preparation for making a living. Hopefully such an emphasis will provide positive educational motivations that will help make school a meaningful experience for all students.[1]

In the middle school a specific class in career orientation has been instituted. This will aid some students in exploration of some specific career concepts. But career education cannot be the job of any one person in a school situation. It must be a team effort on the part of the entire staff. The success of the program depends on the classroom teacher.

Our purpose in the career orientation class is to help each pupil have a more complete picture of himself and how he sees himself in the world of work. Then he is to be exposed to a great variety of careers, and finally given an opportunity to make a tentative career decision.

While no school or individual in a democratic society should have the right to tell another what he must choose to do for a livelihood, nor how he must use his leisure time, it can and should provide experiences for him to see the necessity and to accept the responsibility of planning for his future.

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[1] Career Education, A Handbook for Implementation, (U. S. Dept. of Health, Education and Welfare)

The schools are in the best position to help identify and bring the resource of the community to the individual pupil, insuring the pupil orientation to careers and self evaluation which should result in the fullest possible use of each individual's talent.

II. OBJECTIVES

The middle school component of career education will provide input and continuity to the program which was begun in the elementary school component. In order to accomplish this it will be necessary to redirect the middle school curriculum somewhat to place a greater emphasis on career orientation and meaningful exploratory experiences for all students. Career education encompasses all education. The teacher in each subject matter field should include many activities and much information that is clearly perceived by the student as career oriented. This kind of information should not take away from any existing programs or courses, but should enhance them by allowing students to see a direct application to the day-to-day activities of a future job. To achieve the above results a multi-phased approach will be used in the middle school.

....Organize an occupations course for specific career orientation and personal awareness

....Assist classroom teachers to place the desired emphasis on career information related to their specific class

....Provide a resource center for use by students and teachers

....Inform parents of the desired goals and outcomes of career education

....Seek the support of the business and industrial community in providing for appropriate study tours and occupational information and resource speakers

A. PURPOSE

The purpose of the middle school component is:

....To make career education such a vital part of the on-going school activities that the student can

relate classroom activity to later participation in the world of work and the obligations of citizenship

....To help each student come to a better understanding of his own needs, interests, and abilities

....To provide experiences which will permit each student to explore many career fields with sufficient depth to enable him to make a realistic, though tentative, career choice

....To focus on the importance of education and career training as preparation for a satisfying life

B. GOALS AND OBJECTIVES FOR THE MIDDLE SCHOOL COMPONENT

....To assist each student to assess his values, interests, achievements, and other career related characteristics

....To help students develop desirable attitudes toward work and to appreciate the dignity of every occupation

....To acquaint the students with major occupational classifications and relate their assessment information to job fields

....To provide opportunity for each student to investigate specific occupations extensively based on his own priorities

....To develop within the student a basic understanding of the steps in decision making and to aid him in learning proper ways of finding employment

....To help students make proper selection of courses for their high school educational program and to appreciate the value of school achievement and extra-curricular activities to job success and personal happiness

....To provide for the informational needs of the middle school component by establishing a resource center

....To involve teachers in giving occupational orientation to their subject matter

....To inform parents of the goals of career education

....To evaluate the middle school component and redirect as necessary

....To provide information to the business and industrial community of our needs and accomplishments

III. CAREER EDUCATION CONCEPTS

These concepts were taken from career education pilot projects conducted by several schools districts in Texas. Many are introduced, developed, and emphasized in the elementary school. Others will be introduced and developed during secondary school. Each should receive some emphasis in the middle school.

1. All work is important.
2. People work for various rewards or satisfactions.
3. Some jobs produce goods; others provide services.
4. Any productive worker should be respected.
5. Many people work to make life better for all.
6. Specialization leads to interdependency.
7. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
8. Learning basic school skills; such as, reading, writing spelling, computation, communication is necessary for almost all types of jobs.
9. Training is necessary for most jobs; a well-planned school program can provide effective training.
10. Gaining information about many people and many jobs is part of the development process of choosing a career.
11. Understanding oneself is an important part of job success.
12. Getting along with people is an important part of job success.
13. Leisure time activities affect career choice.
14. Information about abilities, aptitudes and achievement, and acceptance of this information helps individuals make more realistic career decisions.
15. Careers are grouped by job families.
16. Positions are related within career fields.

17. Exploratory work experience helps improve knowledge about careers.

18. Young women as well as young men should prepare for a career.

19. All school subjects have significance for career exploration.

20. Life is a process of change, growth, and development.

21. Career choice may determine whether one will be employed or unemployed.

22. Career choice influences almost every aspect of life.

23. Individuals are people, thing, or idea oriented.

24. Workers of the future may have to retrain many times during a life time.

25. Individuals differ in their abilities, interests, aptitudes and values.

26. Technological and sociological changes eliminate and create jobs.

27. Individuals are qualified to perform in many different occupations.

28. Observation of people at work helps improve knowledge about careers.

29. Relating career possibilities to school subject helps improve student motivation.

30. Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

31. A satisfying career and worthy use of leisure contributes to good mental health.

32. Individuals are attracted to careers due to the relationship of the characteristics of the careers and the life styles of workers.

in giving students realistic, effective preparation for life in the society into which they will be graduated.

The instructor should be a master in technique of presentation. Variation in methods of presentation builds interest in the student. Consider the many ways that your course is helpful, if not essential, in some specific career field as well as for occupations in general. Build upon these ideas. The following is not the last word in methods of presentation but does include some that will be helpful. Teachers will originate other more creative methods of presentation.

....visual aids: film, filmstrips, bulletin boards
....role-playing
....writing sample letters of application and resumes
....resource speakers and study tours
....group and panel discussion
....graphs of statistics on workers
....special projects and reports
....student interview of workers

The list is limited only by our individual and collective imagination.

Making the career education program effective is dependent upon the involvement and participation of the classroom teacher. Here are some suggestions on how to implement career education concepts.

....Display materials and career information as it pertains to the subject matter area on a regular basis. Some materials will be available from the resource center but much will need to be collected from many sources by the teacher and/or pupils. Keep the material up-to-date.

....Become more knowledgeable about jobs and their educational and physical demands on the worker, the potential for employment on local and state basis, the salary range, some job likes and dislikes, etc. Teachers are not expected to be experts in this information, but they can guide students to the needed information.

....Have a working knowledge of the instructional materials available in the career resource center or lab. Use the materials when appropriate.

....Utilize resource speakers in the classroom and take students on study tours where they can see the worker doing his thing. Always place some emphasis on the worker rather than the product on study tours. Have speakers talk about the job and how one prepares for and secures it.

....Encourage pupils to seek occupational information of their own interests. Instruct them in the use of the career lab and provide released time for pupils to work in this instructional area.

....Share ideas with other members in the department as well as with the rest of the faculty.

....Keep records of those things that were effective in motivating students toward career concepts. Help us compile a list of powerful suggested activities for classroom use in each subject matter field.

V. PROCEDURES FOR IDENTIFYING RESOURCE SPEAKERS

The career counselor will have primary responsibility for maintaining a file of resource speakers and community resources. This file will show all limitations the speaker or tour site may wish to make on the availability of the resource. The card file will show the following things.

A. SPEAKERS

Name _____
Address _____ Telephone _____
Availability--to specific school if limited, hours, to individual or small groups of students at office or by phone for counseling, etc.
Dates on which he has been used as a resource person and the school _____
Speciality _____
Notes _____

B. STUDY TOURS (Additional sites will be contacted upon request)

Name of Company
Address
Person to contact and phone
Advance notice requirement
Size of group which can be accommodated
Available hours for the tour
Comments about resource
Related subject matter area

The identification of resource people will be a joint effort among all interested people on the career education staff and the school faculties. An industry or college may prepare a list of available speakers. These will be included in the file after each has been contacted by phone and information for the data card obtained. The speaker will be informed of the desired emphasis to be placed on career education.

Most contacts will be made by phone. Contacts with various community resources will provide names for the file. An effort should be made by the career orientation teacher at each school to obtain occupational information on the parents and to determine if they will be available as resource speakers if called upon. Use will also be made of the Directory of Community Resources For Teachers provided by Region XI Service Center.

VI. PROCEDURES FOR OBTAINING A RESOURCE SPEAKER

The career counselor will work with all teachers to encourage them to use resource speakers in placing career emphasis in their subject matter area. A teacher desiring a resource speaker may make his own arrangements using the resource file or some other source, or the teacher may ask the career counselor to make the arrangements after supplying him with needed background information about the class, date, and time for the speaker. Regardless of the method used in obtaining the speaker a written evaluation on a form provided (Form 1) will be filed with the career counselor. This will greatly assist in evaluation of this aspect of career education. Guidelines for use and evaluation of resource speakers are found in the next section of this handbook.

VII. GUIDELINES FOR USE OF COMMUNITY RESOURCES IN CAREER EDUCATION

One of the primary ways to know about the world of work is to talk with someone about his work or to observe workers at their work stations. These can never replace actual work experience for the student but provide a good second best.

In our community there are many resources. These resources in personnel and facilities may be brought into the career orientation and other classrooms via study tours, guest speakers, individual interviews, and perhaps a day on the job for some students. These people want to be helpful. They want to contribute to the best of their ability in the education of children about work, and are willing to give some time to a few teachers, if not to all. To insure that they have an opportunity to be effective much pre-planning must occur before they are invited to the classroom or the classroom taken to them. The following suggestions will be helpful in utilizing a community resource.

A. SPEAKERS AT SCHOOL

Generally time will not permit a single speaker to be available to every section of a course. In some cases combining classes into a larger one may be desirable. In most cases, however, a single class presentation will be most effective in achieving the desired outcomes. An additional resource person may be secured for other sections at later times. Suggested guidelines for speakers are:

1. Determine the instructional need or objective to be satisfied by the speaker.

2. Contact the career counselor if he is to assist in securing the speaker. Provide the necessary details such as class size, room number, date, and time of day, number of presentations, grade placement, etc. If the teacher contacts the speaker directly, the above details will also be helpful.

3. Prepare the students for the visit. Announce it in advance. Explain its purpose. Discuss good interviewing-listening techniques and explain to the class that they will be rated by the speaker on their participation. Suggest things the student may want to ask the speaker. A class interview sheet is available from the career orientation teacher or counselor. A sample of this sheet is included in this handbook (Form 4). Assign special tasks to some students; such as, recording, helping set up equipment, greeting, writing thank you letters.

4. Secure the necessary equipment needed for the presentation. In some cases the speaker will bring his own. For others the equipment needs must be clarified by the contact person.

5. Follow-up--ask pupils to check a rating sheet for the speaker as a learning activity. They should know before hand that this will be expected of them. These forms will be available from the career orientation teacher and a sample is in the handbook (Form 1). Give the speaker a rating sheet (Form 2) and pre-addressed and stamped envelope so he may evaluate the class on their response. These forms are available from the counselor or career orientation teacher. After sharing the results of the class rating sheet with your students, file this form with the career counselor. Shortly after the presentation please complete an evaluation check sheet on the speaker and file it with the career counselor.

6. Guidelines for the speaker--the person contacting the speaker will provide some guidelines for his presentation as well as secure background information about the speaker to be used in introducing him. A leaflet briefly describing the career education program and including these guidelines should be mailed along with a brief reminder to the speaker

a few days before the presentation. This leaflet will be available from the career counselor and will include the following points.

a. Maximum speaking time should be limited to 30 minutes. This will provide some time for questions by the students.

b. The following information should be included in the presentation:

(1) Description of the daily routine in this occupation. Don't tell only the glamour part.

(2) Job requirements including the minimum entry level skills.

(3) Types of occupations closely related to this field.

(4) Importance of attitude and punctuality at work.

(5) Training and education required for the job. Include methods of obtaining this education.

(6) Specific job satisfactions.

(7) Specific things you dislike about the job.

(8) How the job affects life style.

(9) Salary range.

(10) Urge students to graduate from high school and make the most of their educational opportunities.

B. STUDY TOURS

A smooth running tour takes considerable pre-planning. The following steps will aid in this planning.

1. Secure administrative approval

Any study tour which takes students off the school campus must be done within the framework of school policy. The principal will want to know the purpose of the trip, the place, date, and time, the length of time away from school, the cost and the means of transportation.

2. Contact the resource

The community business and industrial resources are not in existence for educational purposes. They are performing a public service when they act as our host for a study tour. Details must be worked out to insure maximum benefit to the students within existing conditions of the resource. The career counselor may assist in working out these details. Items such as date and time of the visit, number of students to be accommodated, special procedures and safety precautions can be clarified. In all cases a letter from the school is desirable to confirm the visit. The career education counselor will be available to assist all teachers in planning these tours. He may serve as the contact person, if desired, to assist the teacher in making arrangements.

3. Arrange for transportation

This may be coordinated by the career education counselor and the transportation manager for the school district after permission has been granted by the principal. In most cases the transportation will be by school bus at a minimum cost to the student. Arrangements must be made early enough to secure transportation.

4. Secure parental permission

All students leaving campus on a study tour must have on file a parental permission form. It will be the responsibility of the teacher to secure these forms from the school office and verify that they have been properly filled in and filed before the day of the tour.

5. Extra supervisory help

It may be necessary to contact parents or make arrangements for administrative aids or teachers in the school to accompany the students on tour. In some cases the career counselor will be available to accompany the group.

C. STUDENT PREPARATION

1. Give the details of the trip. Give students parent approval forms.

2. Discuss the objectives of the trip.

3. Suggest particular things to look for; questions to ask, people to observe, etc. Show a filmstrip dealing with this job cluster. This will assist the pupil in his observations. It is a mistake to try to accomplish too much on one tour. Limit the suggestions to a few well planned observations.

4. Explain ground rules for the trip. Rules and procedures are essential to smooth tours. Explain to the students the expected conduct on the tour, safety precautions and other arrangements as necessary. Remember--we are guests at the resource.

5. Assign special tasks. To avoid confusion, some tasks should be delegated to students mature enough to perform them. Some examples are role checking and monitoring, photographing, tape recording, etc. Students should be given enough time to prepare for these tasks if preparation is required.

D. FOLLOW-UP PROCEDURES

1. Every study tour should have some follow-up activity to receive the maximum benefit of the tour. Student interest may be very high and numerous meaningful projects may evolve from the tour. However, the preparation and follow up activities must never turn the tour into a chore rather than an exiting event.

2. Follow-up activities may include special reports, photo essays, recordings, student interviews of workers in the different jobs, a group collage of the job clusters, and many others.

3. A thank you letter to the resource and to the helpers on the trip should be prepared and a carbon filed with the career education counselor.

E. EVALUATION

1. It is very important to know if the tour was worth the time and expense and to help in planning future tours. As one evaluation activity the students may respond to a questionnaire about the tour (Form 5). These questionnaires will be available from the career orientation teacher or counselor.

2. A record of all study tours in the school is desirable as an evaluation phase at the end of the project. Mark a tour evaluation sheet (Form 3) and file it with the career counselor.

VIII. GUIDELINES FOR USE OF THE RESOURCE CENTER

It is desired that students and teachers make widespread use of the materials available in the career resource center or lab. These materials include numerous sound filmstrips, books, pamphlets, games, career kits, audio tapes, and leaflets; as well as necessary equipment to use all of the materials.

Students may be sent to the career lab from class or they may come on their own free time during the hours the lab is open. Usually the students will work independently; however, there are times when small groups may view a filmstrip or hear a tape together. Encourage the students to use the career lab during their free time from class or before and after school.

To establish guidelines for operation of other career resource centers and to evaluate the use of the present one, these procedures should be followed. Please go over these guidelines with your homeroom students and review as necessary with your classes.

A. Each student or teacher will complete the following card each time they use the career resource center.

Name_____ HR_____ Date_____

1. Check the materials used in the career lab:
   ____filmstrip #_____
   ____book-title_____
   ____pamphlet
   ____game
   ____career kit
   ____audio tape
   ____others:specify____
2. Did you find what you were looking for?_____
3. Do you wish to talk with the career counselor?____
4. What did you like or dislike about the material used?
   _____
5. Suggestions or comments:_____

B. Each student or teacher will sign a library check out card attached to each piece of equipment or instructional material used and return it to the pocket. This will enable us to determine the frequency of use for each item in the center. (Note: students will not be allowed to check resource materials out of the center.) Books on careers are available from the library on a regular check out basis.

C. Call attention of the career orientation teacher or the counselor to equipment or instructional material that appears to be damaged or that will not work.

D. If you do not understand how to operate a piece of equipment, ask for help from the teacher or counselor.

IX. EVALUATION PROCEDURES

The Career Education Model Project K-12 has been partially funded by the United States Office of Education and the Texas Education Agency. This fact along with our own need to assess the effectiveness of the program demands some extensive evaluation in order that changes and additional approaches, techniques, and philosophies can be built to add a stronger and more stable dimension to career education in the total instructional program of the school district.

Throughout the school year we will have an on-going self-evaluation which will be monitored by the Texas Education Agency. At the conclusion of the pilot project we will be formally evaluated by a third party. To assist us in gathering data for this evaluation you will be asked to respond to some instruments as was noted in other places in the handbook. Please keep a record of the following items and report them to the career education counselor on forms that will be provided. Use of:

....resource speakers
....study tours
....career films
....resource center filmstrip and other materials
....bulletin board displays
....class activities pertaining to careers and including role-playing, class reports, and student projects
....others as deemed appropriate

SAMPLE FORMS

X. SAMPLE FORMS

The forms shown here are to help teachers become familiar with some of the evaluation instruments. They will be available as needed from the occupations teacher or the career counselor. Copies of these forms are to be completed by the teacher and filed with the career education counselor when appropriate. This is designed to assist in the evaluation procedures next spring and also to help identify the most effective resources.

A. EVALUATION OF SPEAKER, FORM 1

This form will provide students with an opportunity and experience in critical judgment. They will evaluate the speakers who are trying to influence their lives. Hopefully it will make the students more sensitive to the speaker and aid them in recognizing good traits in themselves. THE TEACHER WILL FILE HIS RESPONSE TO THIS FORM WITH THE CAREER COUNSELOR.

B. EVALUATION OF STUDENTS, FORM 2

This form should be supplied to the speaker at the end of his presentation. He will take the form and return it in a pre-stamped envelope or give it to the teacher before he leaves. The objective is to give students some experience at being rated by others and we hope will put them on their best behavior. Much interest will be generated when the form is received by the class. PLEASE FILE THE FORM WITH THE CAREER EDUCATION COUNSELOR AFTER IT HAS BEEN SHARED WITH THE CLASS. It will be used in evaluation of the program and to utilize the suggestions of the speaker.

C. TOUR EVALUATION, FORM 3

This form will be completed by the teacher and filed with the career education counselor at the conclusion of the tour.

D. RESOURCE PERSON INTERVIEW REPORT, FORM 4

This form helps students ask important questions about jobs. It can be used as a guide and have pupils write the results. Or it can be used simply to suggest questions for the students to ask. IT SHOULD NOT INTERFERE WITH THE EXCHANGE OF IDEAS BETWEEN SPEAKER AND STUDENTS.

E. STUDENT QUESTIONNAIRE FOR STUDY TOURS, FORM 5

This form may be used by the classroom teacher to get a student response to a tour. It will require the student to consider some important job concepts and to put them in writing.

Form 1

EVALUATION OF SPEAKER

SPEAKER'S NAME_____ CLASS_____

TEACHER'S NAME_____ DATE_____

Please rank the speaker on the following rating sheet by placing a check in the column you feel is most appropriate.

	Excellent	Good	Fair	Poor
1. Personal appearance				
2. Did he have good posture?				
3. Did he show confidence and poise?				
4. Did he get his ideas across?				
5. Was his presentation orderly?				
6. Did he give factual and enough information?				
7. Was the information helpful?				
8. Did he answer students questions so they could understand?				
9. Did he use visual aids effectively?				
10. Did he speak clearly and distinctly?				
11. Did he use appropriate language?				
12. Was the presentation interesting?				
13. Would you recommend him to other students?				

14. What did you like most about the job that was described?_____

_____

15. What did you like least about the job?_____

_____

16. Additional comments or suggestions:_____

Form 2

EVALUATION OF STUDENTS

One of our goals is to establish good listening and interviewing techniques. You may assist the students and help us in evaluating the program by responding to this questionnaire. Please return it in the envelope provided. Thank you for coming.

SPEAKER'S NAME_____ DATE_____

SCHOOL_____ TEACHER_____ SUBJECT_____

PART A: STUDENTS

	Excellent	Good	Fair	Poor
1. Were the pupils attentive?				
2. Were they hospitable toward the speaker?				
3. Did they show enthusiasm?				
4. Were they well prepared for the visit?				
5. Were students' questions pertinent?				
6. Do you feel that your visit was profitable?				
7. How would you rate your visit with the class?				

Comments_____

_____

PART B: PROGRAM

1. Would you be willing to work with classes of this nature in the future? Yes____ No_____
2. Do you feel that classes of this nature are suitable for middle school students? Yes____ No_____
3. Was equipment available as requested? Yes____ No_____
4. Was the classroom setting attractive? Yes____ No_____
5. Were instructions for the speaker satisfactory; such as, location of school, time, room number, procedures? Yes____ No_____
6. Do you feel that programs of this kind will strengthen the relationship between school, industry, and employment? Yes____ No_____
7. Do you have comments or suggestions on how we may improve this program?

Form 3

STUDY TOUR EVALUATION

TEACHER'S NAME_____ SUBJECT_____

DATE_____ RESOURCE VISITED_____

COMPANY REPRESENTATIVE_____

1. Number of persons on the study tour _____
2. Length of the tour _____
3. Time of departure from school _____
4. Total time away from school _____
5. Did the firm make an effort to show the workers at their jobs rather than the product(s)? _____
6. How many different jobs were presented to the students? _____
7. Did the workers briefly tell the students about their jobs? _____
8. Did students have a chance to ask questions of the workers? _____
9. Were students encouraged to ask questions of the tour guides? _____
10. Was student behavior on the tour satisfactory? _____
11. Would you recommend this tour for other student groups?

    No_____ Recommend with reservations_____ Highly recommend_____

12. Comments or suggestions_____

_____

_____

_____

_____

Form 4

RESOURCE PERSON INTERVIEW REPORT

STUDENT'S NAME_____ DATE_____ CLASS PERIOD_____

NAME OF RESOURCE PERSON_____

1. What type and how much education is required for your occupation?_____
   _____
2. What chances for advancement are there in your field?_____
   _____
3. Could you tell us about the working conditions in your occupation?_____
   _____
4. What hours are involved?_____
5. Could you tell us the approximate salary or wages of workers in your job?

   Beginning_____ Average_____ Highest_____
6. Do you enjoy your job and plan to continue in it?_____
7. Are there any dangers involved in this occupation?_____
8. What personality traits are helpful in your field?_____
9. What abilities are required?_____
10. What physical characteristics are required?_____
    _____
11. What duties do you have?_____
12. Where are you employed?_____
13. Where is training or education available for your job?_____
    _____
    _____
14. Are there jobs available in your occupation in this area at the present time?_____
    _____
15. Any other comments of interest_____
    _____
    _____

Form 5

STUDENT QUESTIONNAIRE FOR STUDY TOURS

STUDENT'S NAME_____ CLASS PERIOD_____

DATE_____ PLACE VISITED_____

DEPARTMENT (if entire facility was not visited)_____

List at least five different occupations you observed.

JOB	SKILL	GOODS/SERVICES	PAY	INTEREST AREA SERVED**

** Interests, such as, Outdoor, Mechanical, Musical, Clerical, Artistic, etc.

1. What did you find most interesting?_____

2. What did you find least interesting?_____

3. List any health or safety hazards you observed._____

4. Opinions from workers about their jobs._____

5. What was your overall opinion of the study tour?

   Bad_____ So-So_____ OK_____ Good_____ Great_____

   Why?_____